

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2217 W. Glendale Ave., Phoenix, AZ 85021

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Carol G. Lippert
 Schedule : 07:15 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.guhsdaz.org/schools/washington.asp
 Phone Number : (623) 915-8400
 Fax Number : (623) 915-8437
 E-mail : cglipper@guhsdaz.org

Mission

Empower students for the choices and challenges of the 21st Century. To participate in a rapidly-changing society, communicate effectively, respect self, others and the environment, apply problem-solving processes, use learning strategies and set and meet high standards.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students who pass the AIMS tests in reading, writing and math by focusing on specific areas for improvement and providing extra opportunities for students who need them.
- ü Continue to maintain a high graduation rate and a low dropout rate. Our current graduation rate is 88.1% and our dropout rate is 2.35%.
- ü Increase/maintain high percentage of students in AP/Honors program. Last year 129 seniors took AP exams. 24% of students were enrolled in honors classes as freshman, sophomores and juniors.
- ü Increase school-parent communication through the use of grades on-line, e-mail, post cards, planning team, and Open House.

Enrollment

October 1, 2005 School Year Student Enrollment : 1612
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 277

Instructional Programs

- ü AP/Honors Classes
- ü Computer Technology Program
- ü Learning Support Centers
- ü Fine Arts Program
- ü Career Education
- ü At Risk Program
- ü ELL Instruction
- ü Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Washington High School recognizes that our staff works in conjunction with parents to ensure the best education for our students. The school's responsibilities include maintaining high standards/expectations for all students; ensuring a safe and orderly campus; providing all students with due process; communicating with parents on a regular basis; providing students with a diverse choice of extracurricular opportunities; using instructional strategies that enable all students to learn.

Parents

To assist the Washington High School staff in ensuring the best education possible for all students, parental responsibilities include: ensuring that students arrive to school on time; ensuring that students attend school regularly; supporting school policies; providing support with homework; involving themselves in school decision-making and activities; holding high expectations for academics and behavior; communicating possible problems/issues to school staff; attending school events.

Transportation Policy

Students who reside more than one and one-half miles from school may ride the school buses. Physically handicapped students may apply at the school principal's office for a permit to ride. Policy # 8321.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Earned \$3 Million in Scholarships (Value Over 4 Years)	2005
ü 84% of Graduates Continue Studies	2004
ü 129 AP Students Tested for College Credit	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	314	3339	71130	87	92	95	713	716	701	11	11	23	11	9	13	59	60	51	18	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	1706	35465	88	94	96	709	716	702	13	10	21	13	9	13	59	61	53	15	19	13
Male	145	1632	35648	84	89	94	718	717	701	9	12	24	10	8	12	59	59	50	22	20	14
African American	31	273	3868	86	90	95	695	700	686	19	18	33	23	13	17	55	60	45	3	9	6
Hispanic	150	1360	25103	87	92	95	704	703	685	17	17	34	13	11	16	59	61	45	11	11	5
Asian/Pacific Islander	NC	111	1805	NC	99	98	NC	723	731	NC	12	9	NC	7	7	NC	52	50	NC	29	34
American Indian/Alaskan Native	18	107	4241	95	95	90	706	712	679	6	8	39	22	13	19	67	68	39	6	10	3
White	106	1488	36075	83	91	95	731	731	715	2	5	12	6	5	9	58	60	58	34	30	21
Students with Disabilities	NC	91	5862	NC	24	71	NC	686	658	NC	20	63	NC	22	15	NC	56	20	NC	2	2
Students without Disabilities	312	3248	65268	99	100	98	713	717	705	11	11	19	11	8	12	59	61	54	18	20	15
Limited English Proficient Students	33	258	4859	85	91	93	667	669	662	48	50	64	24	18	15	27	31	20	NA	1	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	194	1490	22957	84	89	93	705	705	685	13	16	34	13	11	17	63	61	44	11	12	5
Non-Economically Disadvantaged	120	1849	48173	90	94	96	725	726	709	8	7	17	8	7	11	53	60	55	30	27	18

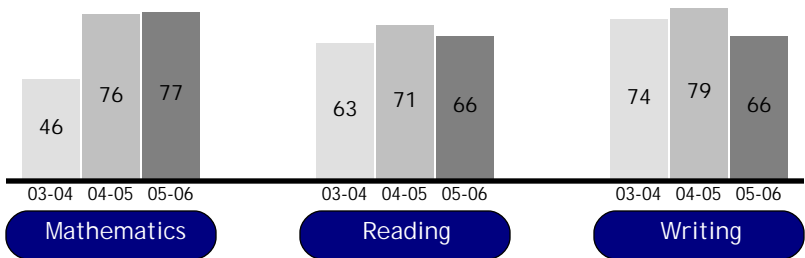
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	367	3571	73018	98	96	97	697	706	703	4	4	6	30	22	23	59	66	64	7	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	195	1797	36181	98	97	97	694	710	708	4	3	4	34	21	21	55	66	65	6	10	9
Male	172	1773	36816	98	96	96	700	702	699	4	5	7	26	23	24	63	66	62	7	6	7
African American	39	302	3976	100	96	96	680	690	689	8	6	8	41	31	29	51	60	59	NA	3	3
Hispanic	170	1431	25801	97	95	96	687	691	683	5	6	10	37	31	34	54	59	53	4	4	3
Asian/Pacific Islander	NC	112	1812	NC	97	98	NC	710	722	NC	4	3	NC	20	15	NC	65	66	NC	11	16
American Indian/Alaskan Native	19	117	4389	100	100	93	687	696	675	NA	3	9	37	29	42	63	65	47	NA	3	1
White	130	1607	37024	99	97	97	716	722	721	2	2	2	16	12	12	69	73	73	12	13	13
Students with Disabilities	44	263	7170	90	66	85	655	659	654	11	16	23	61	48	47	27	35	29	NA	0	1
Students without Disabilities	323	3308	65848	100	100	98	703	709	708	3	3	4	26	20	20	63	69	67	7	8	9
Limited English Proficient Students	37	274	5099	95	94	95	641	640	641	22	25	29	73	66	59	5	9	12	NA	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	234	1639	23912	98	95	94	687	689	681	6	6	10	36	33	36	55	58	52	3	3	2
Non-Economically Disadvantaged	133	1932	49106	100	98	98	716	720	714	2	2	4	20	13	16	67	73	69	12	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	368	3545	72810	99	96	96	682	692	685	6	4	6	29	25	30	62	64	58	4	7	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	196	1796	36111	99	97	97	686	701	695	5	3	4	26	18	23	66	69	65	4	10	8
Male	172	1748	36678	98	94	95	678	682	674	7	5	9	33	32	36	57	59	52	3	4	3
African American	39	298	3962	100	95	96	679	681	675	8	7	8	33	27	33	59	62	55	NA	4	3
Hispanic	172	1435	25735	98	96	96	677	682	669	5	6	10	32	33	41	62	58	48	1	4	2
Asian/Pacific Islander	NC	111	1809	NC	97	97	NC	691	704	NC	9	4	NC	13	19	NC	68	65	NC	10	13
American Indian/Alaskan Native	19	115	4370	100	98	92	688	690	670	5	3	9	16	28	39	79	61	50	NA	8	2
White	129	1584	36915	98	96	97	691	703	697	4	2	3	27	18	21	61	69	67	8	10	8
Students with Disabilities	45	240	7071	92	60	84	649	647	634	9	13	24	69	56	53	22	30	21	NA	1	1
Students without Disabilities	323	3305	65739	100	100	98	687	694	689	5	4	4	24	23	27	67	66	62	4	7	6
Limited English Proficient Students	38	276	5046	97	95	94	604	617	621	34	31	31	58	54	56	8	15	12	NA	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	234	1624	23814	98	94	94	673	678	667	8	7	10	33	33	41	59	57	47	1	3	2
Non-Economically Disadvantaged	134	1921	48996	100	97	97	698	703	693	2	2	4	22	18	24	67	70	64	8	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	41	NA	42	100	49	50	51	97	46	50	52
	Language	94	51	50	42	100	50	50	50	97	46	50	50
	Mathematics	94	77	71	63	100	51	50	50	93	50	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Washington High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 10 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- ü Provide leadership and vision
- ü Examine data on student performance
- ü Develop performance & improvement goals
- ü Participate on committees/design teams
- ü Communicate information to stakeholders
- ü Distribute non-designated tax donations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	72.20
Other Professional Staff	9.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	8	5	0	0
7 to 9 years	7	8	0	0
10 or more years	12	24	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	271
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- ü Six Computer Labs/CAD Lab/Wireless Labs
- ü Weight Room
- ü Multimedia Center/Internet Access
- ü Multimedia Productions

Extracurricular Activities

- ü National Honor Society
- ü Fine Arts Clubs
- ü Student Government
- ü DECA, COE, HERO
- ü Interact (Service Club)
- ü Foreign Language Clubs
- ü Ramsworld (Tolerance Program)
- ü All Sports

Social Services

- ü Free and Reduced Lunch
- ü Counseling Groups
- ü Crisis Intervention
- ü Refugee Assistance
- ü Social Worker
- ü Access to Medical Clinic
- ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Approximately 20% of the senior class is enrolled in one or more Advanced Placement classes.

- ü A high percentage of Washington High School seniors have passed the AIMS test before they graduate. Efforts are ongoing to increase that number.

- ü Washington High School students perform well on district assessments which measure student attainment of district-determined course outcomes. Scores are analyzed each year and school improvement plans are developed.

- ü Washington High School's Interact Club, sponsored by Rotary International, is the largest in the world, and provides countless hours of community service to the community.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	93	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Administrators & teachers hold students accountable for following school rules. Administrators are highly visible. WHS has a program that promotes tolerance & a peer mediation program. A School Resource Officer assists our students & the community.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carol G. Lippert	(623) 915-8405
Transportation Policy	Sandi Gregory	(623) 435-6084
Community Resources	Sheryl Baker	(623) 915-8454
School Nutrition Programs	Virginia Rodriguez	(623) 915-8410
Parent Organization	Carol G. Lippert	(623) 915-8405
Student Health/Nurse	Debbie Gilliland	(623) 915-8403

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.